

COMMISSION ON TEACHER CREDENTIALING**1900 Capitol Avenue****Sacramento, California 95814-4213**

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**OFFICE OF THE EXECUTIVE DIRECTOR**

Date: March 4, 2003

To: Superintendents of California School Districts
Superintendents of California County Offices of Education
Deans of Schools of Education and Directors of Teacher Education
Directors of Beginning Teacher Support and Assessment Programs
Directors of Paraprofessional Teacher Training Programs
Others Interested in Alternative Certification Programs

From: Sam W. Swofford, Ed.D., Executive Director

Subject: Funding Available to Support Internship (Alternative Certification) Programs

The California Commission on Teacher Credentialing (CCTC) is pleased to announce the availability of funding for Intern Programs to help districts and universities meet California's need for credentialed teachers. Any district that is having difficulty finding credentialed teachers, or who would like to hire teachers from alternative sources, such as those who enter teaching after a career in another profession, should consider submitting an application through this Competitive Grant Process (CGP).

Since 1993 the CCTC has annually allocated funds to support, develop or expand teaching internship programs in school districts, county offices of education and universities and colleges. More than 22,000 interns have graduated from teaching internship programs and are serving as fully credentialed teachers in California classrooms. Another 8,400 interns are currently serving as teachers while completing teacher preparation programs. More than 725 school districts and county offices of education and 40 universities are currently participants in intern programs.

In California, internships have the potential to provide innovative ways to prepare teachers while meeting the needs of districts with shortages, and expanding the pool of credentialed teachers to include persons who might not otherwise enter teaching. Senate Bill 837 (Scott, Chapter 585, 2001), requires that districts make every effort to place certificated teachers in every classroom. This statute includes participation in intern programs as one of the best ways to meet the requirements of this new law. It is the goal of this Competitive Grant Process to help districts provide a credentialed teacher for every classroom, assure that every teacher is supported in the beginning years of teaching, and is provided a focused preparation program that takes into account the teacher's background and maximizes the probability of success and retention as a teacher.

Internships provide an instructional program that blends theory and practice. All internships begin with a pre-service program that provides foundational knowledge in management and pedagogy before the intern takes responsibility for a classroom. All interns participate in an ongoing support network, which includes assistance from the district and/or university. The Internship Program grant may be used to bring second career professionals into the teaching workforce; to meet the needs of schools that participate in the Class Size Reduction Initiative (CSR); to help local education agencies place qualified teachers in hard-to-staff schools; and to meet teacher shortages in areas such as mathematics, science and, special education.

The funds that are offered in this CGP are available to new Intern Programs. Intern programs that are currently funded are not required to submit an application. Internship programs that are finishing a two-year funding cycle may write a Program Improvement Plan to continue their programs. The format for Program Improvement Plans has been sent to programs under separate cover. Funded programs that are completing one year of funding may request additional funds by requesting a grant amendment.

All school districts, county offices of education and California colleges and universities are eligible to participate and serve as the lead sponsor or co-sponsor of one or more intern programs. Because these grant programs use funds allocated under the terms of Proposition 98, a county office of education or district must serve as the fiscal agent. Respondents are encouraged to collaborate to effectively and efficiently provide services to novice teachers.

A copy of the CGP application is available on the CCTC web site: <http://www.ctc.ca.gov/intern>. Paper copies of the CGP application will be sent to any person who requests one. Requests may be sent to Dr. Michael D. McKibbin at the address listed in the last paragraph of this letter. Responses to the CGP are due to the CCTC by **Noon April 30, 2003**. All proposals that are submitted will be reviewed by panels of teachers and other education practitioners. The CCTC intends to announce the award of funds during the week of June 5, 2003.

Thank you for your interest in alternative certification in California. The CCTC staff listed below are interested in answering any questions you have about the CGP. Regional Facilitators listed in Appendix B of the Application are also available to answer your questions. For more information about intern programs please contact Dr. Michael McKibbin of the CCTC staff at the address listed above, or by calling (916) 445-4438, or by e-mail at (mmckibbin@ctc.ca.gov).

**Competitive Grant Process
Teaching Internships Programs
(Alternative Teacher Certification Programs)**

**Announcing the Availability of Competitive State Grants
To Assist Districts In Meeting Their Needs for Teachers**

Who Should Apply?

Any district that currently employs teachers through Emergency Permits, has difficulty finding fully credentialed teachers, or who would like to hire teachers from alternative sources, such as those who enter teaching after a career in another profession, should consider responding to this grant application.

The Competitive Grant Process (CGP) described below is designed for applicants who are not currently receiving a teaching internship grant.

Teaching Internship grants are awarded for two years. For successful grant programs, second-year funding is conditional upon funds being available and meeting California Commission on Teacher Credentialing (CCTC) grant conditions and quality standards. Internship programs that successfully competed for and received funds through a previous funding process and want to amend or expand their programs should respond using the grant amendment and expansion request materials that are being distributed to continuing projects under separate cover.

Section I

Background

The California Commission on Teacher Credentialing (CCTC) is responsible for administering the Alternative Certification Local Assistance Grant. These programs provide funds to support local efforts to prepare teachers for California public school classrooms. The CCTC has distributed more than \$73 million over the past eight years to provide funding to school districts, county offices of education and colleges and universities that propose to create, expand or improve teaching internship programs.

Purposes of the Grants

Internship programs are designed to help districts meet shortages of credentialed teachers. For internship programs to be successful a support system must guide the novice teachers. The preparation of teachers should take into account the knowledge and experiences that prospective teacher brings to the classroom. Therefore, each intern program should provide a focused, well sequenced instructional program designed to assure the highest probability of success as a teacher.

In addition to helping school districts meet their needs for credentialed teachers, internship programs have other purposes. Internships are designed to attract and facilitate a person becoming a teacher who may not otherwise enter teaching due to financial or other reasons. Internships also function as the teacher preparation stage in a career ladder for paraprofessionals. Internships also offer an instructional program that blends theory and practice for prospective teachers who have worked in settings where learning and practice were integrated.

Authorizing Statutes

The Alternative Certification Grant Program began with the enactment of AB 1161 (Quackenbush), Chapter 1147 of the Statutes of 1993. The program was designed to assist school districts to meet their need for teachers. Specific attention was given to assisting persons to move into teaching after careers in another profession. Two types of internship programs are eligible for grant funds, University Intern Programs (pursuant to Education Code Section 44450 to 44468) and District Intern Programs (pursuant to Education Code Section 44325 to 44328 and 44830.3).

The law stipulates that \$2,500 per intern per year will be allocated for purposes of providing instruction, support and assessment to the intern. Program sponsors will receive two-year grants. Sponsors are expected to match the funds provided from local and other sources of funding unless this would cause a hardship for the participating district(s). If the annual maximum of \$2,500 per intern per year in grant funds or the requirement that this amount be matched from other funds would cause a hardship for school districts, those agencies may provide a rationale for why the grant size per intern should be larger or why the local match should be reduced. For the purpose of this CGP, "hardship" is defined as a circumstance where

the cap per intern or the local matching requirement would inhibit or prevent the sponsor(s) from providing a quality preparation program for a group of interns. Hardship also means that other economic forces operating within the sponsoring agencies do not allow local resources to be dedicated to this project, or cause the cost per intern to be greater than the per capita grant allotment. If hardship is declared, the declaration must be included in the first section of the program application (Need for and Leadership of the Program) as well as in the Budget Section.

Because of the fiscal situation in California this year, available grant funds are likely to be more limited than in years past. However, new programs are encouraged in those geographic regions with fewer internship programs or in credential areas, such as special education, where there continue to be a shortage of teachers. Rather than writing a new program proposal, districts and universities may choose to join an existing program. To contact existing programs in your area, please contact one of the regional facilitators listed in Appendix B.

Section II

Eligibility for Internship Funding

Eligibility to Receive Funding

Education Code Section 44383 states that school districts or county offices of education may apply for grant funding to create, expand, or improve alternative teacher certification programs. Colleges and universities may also submit grant proposals and serve as Lead Sponsor, but the fiscal agent must be a Local Education Agency (LEA). The law further specifies that any alternative certification program that receives state grant funding shall be operated pursuant to either Article 7.5 (commencing with Section 44325), the District Intern Program, or Article 3 (commencing with Section 44450), the University Intern Program. All co-sponsors may participate in the contribution of matching funds or in-kind contributions. A CGP may request funding for programs to prepare Multiple Subject, Single Subject, and Education Specialist Credential candidates.

LEAs are encouraged to form consortia with colleges, universities, and other education agencies and/or with businesses in the private sector. Consortia are a particularly good approach for small or geographically isolated districts that may not be able to develop programs based solely on their own human and fiscal resources. Participating agencies also are encouraged to seek co-sponsors among colleges and universities, organizations that represent teachers in the district(s), educational research and development centers and other educational organizations.

Because funds are issued on a per capita basis (number of persons selected and prepared to be teachers), programs that do not serve the number of intern teachers as proposed in the approved CGP will be expected to refund the money to the CCTC.

Eligibility of Candidates to Participate

To be eligible to participate in either the University Intern Program or the District Intern Program, each credential candidate must have completed the following:

- a) earned a Baccalaureate Degree from an accredited college or university (individuals participating in the District Intern Program must also hold a major or minor in the subject matter field of their internship assignment);
- b) passed the basic skills proficiency test (CBEST);
- c) passed a subject matter knowledge exam or successfully completed an approved program of subject matter study;
- d) completed character and identification clearance (fingerprints);
- e) demonstrated knowledge of the U.S. Constitution; and
- f) obtained an Intern Credential (University Internship Program) or a District Intern Certificate (District Intern Program).

Internship programs also require an offer of employment for participating interns.

Section III

Issues to be Addressed in the Development of a Funding Application

Applicants are encouraged to limit their applications to approximately twelve pages. All applications should address the eight issues detailed below. Applicants should respond to each lettered request for information for each issue. Applicants are encouraged to submit supporting documents that expand upon or are referenced by the response to the issues. Responses to each issue may be given separately or combined with other issues.

- 1) Need for and Leadership of the Program**
- 2) Number and Source of Participants to be Prepared**
- 3) Quality of the Instructional Program**
- 4) Quality of Support System**
- 5) Quality of Assessment of Participants**
- 6) Collaboration and Transition**
- 7) Quality of the Program Evaluation Plan**
- 8) Cost-Effectiveness and Budget**

Need for and Leadership of the Program

A strong program design will directly address local needs for fully credentialed teachers. Please identify those areas of need in your program in your application. When identifying the leadership of your program, please include those individuals from co-sponsoring agencies who will assist in program development and implementation, as well as individuals from the lead agency who will be responsible for program administration.

Each application should include a brief statement on the following:

- a) the specific needs that are being met by the program;
- b) the participating LEAs and universities;
- c) the person(s) responsible for program leadership and ongoing program operation;
- d) description of any special features or focuses that will be used in the program; e.g., continuation of teacher preparation for paraprofessionals, preparation programs that take into account the previous life experiences of participants, programs for former members of the military services, or programs that have developed special partnerships such as linking with the California Subject Matter Projects.
- e) indicate the time frame your program will respond to the new SB 2042 standards; and
- f) description of the your time frame to offer an Early Completion Option (multiple and single subject programs only) pursuant to SB 57 (Chapter 269, Scott, Statutes of 2001). (See page 9 and Appendix C for more information on SB 57.)

Number and Source of Participants to be Prepared

As funding permits, all emergency permit holders who meet eligibility criteria should be recruited into the intern program. In order to participate in university internship programs, candidates must have passed the CCTC-approved examination(s) for subject matter competence or have completed an approved subject matter coursework program. When identifying the number of participants to be served, programs must stipulate whether potential candidates have met the subject matter requirement.

Please describe in your narrative presentation the following details on program participants.

a) **The number of participants the program will serve.**

b) **Types of Participants Hired and Employment Settings**

Provide information on the percentage of participants projected to serve in hard-to-staff schools. Include how you have defined hard-to-staff schools (i.e., reduced lunch, Title I, etc). Estimate: 1) the number of participants who will serve in CSR classrooms; 2) the number of teachers for English Learners, or bilingual classrooms and identified languages; 3) if participants in the proposed program will teach secondary subjects, the number of teachers in each subject should be estimated; and 4) if the proposed program intends to prepare special education teachers, estimate the number of interns in each credential specialty.

c) **Recruitment Source(s) and Methods**

Describe the recruitment targets and methods that the program intends to use to recruit program participants. Specify the types of persons you intend to recruit such as: paraprofessionals; retired military; second career professionals; pre-interns; emergency permit holders; parent volunteers; and others (specify).

d) **Working Conditions**

Like any new teacher, interns should be given assignments that provide the best opportunity for them to succeed with students. Novice teachers should be assigned classrooms appropriate to their beginning teacher skills. Whenever possible, classes such as combination classrooms, itinerant (multiple site) teaching assignments and secondary teaching assignments with multiple preparations, should not be given to interns. Site administrators should be cautious about assigning adjunct duties to interns. Programs should also assure that interns have the supplies necessary to be successful.

Applications should include a description of the commitment that partnering districts have made to provide the reasonable working conditions described above.

e) **Selection**

Describe the methods of selection that will be used to select interns, including how the candidate's prior experiences and attitudes toward children and schooling are used to make decisions about who is admitted into the program. For example, will the program use the Haberman Interview, the Gallop Selection Instrument, or the Ventures in Excellence instrument to select interns?

f) **Timeline**

Provide a timeline indicating the following:

- 1) when the pre-service or early service coursework will be offered;
- 2) when participating teachers will assume responsibility for classrooms as interns; and
- 3) when support providers will be assigned to assist program participants.

Quality of the Instructional Program

The instructional program is a critical element in the development of an internship program. In a district internship program proposals all of the elements of the instructional program should be included in the Professional Development Plan. In a university internship program these elements should be defined in the program's Instructional Plan or curriculum. A district that employs a district intern must develop and implement a Professional Development Plan in consultation with an accredited institution of higher education that offers Commission-approved programs of teacher preparation. The Professional Development Plan or Instructional Plan should include all of the teaching abilities and performance competencies that a beginning teacher will need to learn and must follow the relevant CCTC Standards of Program Quality. Previously approved internship programs may submit grant applications based on those approved programs, but new multiple and single subject internship programs must submit new programs based on the new SB 2042 Standards.

Each sponsor is encouraged to develop an instructional program that is specifically geared to the needs of the participating district, is designed for interns with professional work experiences, and provides strategies that demonstrate blending of theory and practice. The instructional program should take into consideration that the sequence of instruction reflects that interns will have accelerated entry into and responsibility for a classroom. The instructional program should reflect that interns will have opportunities to try out strategies and skills taught in courses immediately with their own students. In some cases these circumstances will necessitate changes in course sequence and change how courses are taught.

The funding provided through this CGP has as one of its priorities helping school districts meet the need for teachers as a result of CSR. Another of the purposes of this initiative is to improve mathematics and reading instruction. If a program intends to provide teachers for elementary classrooms, please include a description of the curriculum that interns will receive that will provide them the skills and knowledge to teach reading and mathematics.

When providing information about the instructional program, provide information about the following four areas.

Overall Plan/Diagnostic Process

- a. Provide a description of the instruction that interns will receive.
- b. Describe any special features of the program such as:
 1. instruction that is taught collaboratively by district and university personnel;
 2. procedures that give interns credit for prior experiences or instruction taken

previously; e.g., as part of a pre-intern program. (See SB 57 section on page 9 for a description of other required special features.)

- c. Describe the plan to select, train and coordinate the instructional staff.

If applicants have not already submitted a document responding to intern standards of program quality (district or university intern), please include a statement declaring that you will submit these intern program documents for initial accreditation within one semester of receiving grant funding.

Pre-service Program

Please provide a list and description of the courses that will be offered in the pre-service program (the portion of the instructional program offered prior to the intern taking over full responsibility for a classroom). Internship programs should provide details of the pre-service experience including:

- a) the length of the experience and the topics to be covered;
- b) whether interns will complete the courses and activities as a cohort;
- c) how the participating districts are involved in the pre-service experiences; and
- d) will there be any circumstances in which interns will not be provided a pre-service program? If yes, what instructional assistance will be provided these interns?

The description of the pre-service portion of the instructional program must show that the program will provide foundational skills and knowledge with sufficient breadth and depth to enable the intern to manage a classroom and provide effective learning opportunities for students. The pre-service program should include at least 120 clock hours or 8 units or 12 quarter units of instruction. If the program includes fewer hours or units, please explain why.

Ongoing Instructional Program

- a) Please provide a list and description of the courses (or instructional segments) in the first year of the program (following the pre-service program), and if applicable, the second year of the program. Please indicate the length of each instructional segment.
- b) Please describe any features in the sequence of instruction that facilitate accelerated entry into and responsibility for a classroom.
- c) Describe those portions of the instructional program where interns will have opportunities to try out strategies and skills taught in courses and can apply them with their own students, (i.e. blend the theoretical and the practical).
- d) Programs for elementary teachers should describe the sequence of courses and experiences that will prepare interns to teach reading and mathematics.

Transition Process

In many cases intern programs will be the next step in the teacher preparation process for persons who have been in a pre-internship program. The description of the instructional program should include a plan that:

- a) describes the parts of the pre-intern program that have been determined to be equivalent to portions of the intern program and the credit that they will be given for those portions; and describes the ways that pre-interns will be phased into the internship program; e.g., as a separate cohort, or blended into a new cohort, etc.,

- should also be included;
- b) if the program is a portion of a career ladder for paraprofessionals, please describe that transition process; and
- c) describe how the transition into an induction program is done.

Recently passed legislation (Chapter 269, Scott, Statutes of 2001) requires that all approved multiple and single subject internship programs provide an Early Completion Internship option. (Appendix C provides a description of this option.)

- d) provide a brief description of how those persons who have passed the Teaching Foundations Exam will be matriculated through the intern Early Completion Option;
- e) please describe the requirements, including additional coursework, that Early Completion Option Internships must complete; and
- f) please describe the Teaching Performance Assessment process for Early Completion Option Interns.

Quality of Support System

The cornerstone for all of the elements on the Learning to Teach Continuum is providing collegial support. Interns are required to receive systematic support, guidance, and feedback from both the participating program (university or district) and school site support.

Applicants are encouraged to devise innovative methods of providing assistance and guidance to interns. Among those approaches that have been shown to be successful are one-to-one support by mentors who are at the same school and teaching the same subjects as their assigned interns. These certificated individuals should exhibit excellence in teaching and be matched to the interns in assignment and proximity as much as possible. Among those who may be coaches or support providers are teachers on site, "teachers on special assignment" or recently retired teachers. The selection process should focus on the individual's knowledge and experience in subject matter and teaching and their familiarity with the local school culture.

Coaches/support providers must receive support training appropriate for interns. Programs should be structured to allow interns to enter and complete their programs as a cohort, and provide opportunities to offer ideas and feedback to each other in a support seminar.

Applications should include the following elements:

- a) describe the method that will be used to assist and support each intern in the program;
- b) include a description of the expected frequency of consultation, ratio of support providers to interns, correspondence of subject matter knowledge, and proximity of work sites between the support provider(s) and the intern;
- c) provide a description of the selection procedures that will be used to select support providers;
- d) provide a description of the training that will be given to support providers; and
- e) explain how support/supervision/assessment by the program will be coordinated with school site assistance.

Quality of Assessment of Participants

Internship Programs must provide a formal system of performance assessment of each candidate. Programs are encouraged to use an assessment system that is a graduated sequence of teaching behaviors and ensures reflective feedback.

Please describe how the performance of each program participant will be assessed including:

- a) who is responsible for assessing a candidate's overall competence and effectiveness in the classroom;
- b) the types of instruments and materials (e.g., student work) that will be used;
- c) the frequency of the assessments;
- d) the qualifications and training of the assessors;
- e) the criteria that will be used to determine candidate competence and effectiveness.

Collaboration and Transition

Collaboration is essential for an effective program. Collaboration should be evident in nearly all aspects of each program, including recruitment and selection, the development and delivery of the instructional program, the support system, and candidate assessment. The ways problems are solved and decisions are made should exemplify the level of a program's collaboration. For intern programs to be successful there should be support from site administrators, coaches, human resources personnel, and college or university advisors that is coordinated and cohesive. Collaboration between the program sponsor and the fiscal agent in funding issues is also critical to the success of the program.

The initial teacher training and the service that a pre-intern program has provided as teacher of record should count toward completion of some or all pre-service for intern programs. CCTC expects that intern programs will accept the pre-intern training in lieu of additional pre-service courses if the pre-intern curriculum offers the content that is required by the intern program.

- a) Grant applications should describe how a program will orchestrate the coordination of its partners and the responsibilities that each partner will assume. Examples of collaboration in developing the application should be described. The application should include plans for joint efforts in the program, such as joint assessment of teacher competence, co-teaching coursework, and/or joint selection procedures.
- b) Each program must include a description of the plans for articulation between the pre-intern programs and internship programs.

Quality of Program Evaluation Plan

- a) Describe the procedures that the program will use to judge its effectiveness.
- b) Describe methods for collecting of quantitative data such as determining retention rates and

success in attracting those underrepresented in the teaching workforce.

- c) Describe plans to include qualitative data such as use of systematic selection instruments, achievement and progress records of intern's students. The application should stipulate the specific kinds of data that the program intends to submit to the Commission as part of its Annual Report; i.e., Narrative Report, Retention data, Demographic data and End of Year Budget Report on the program.

Cost-Effectiveness

Cost-effectiveness factors include attention to the most efficient uses of time, fiscal resources, material resources, and the expertise and preparation of those involved in implementing the program. Successful applicants will be expected to contribute to an evaluation of the overall (statewide) effectiveness of this funding measure. The goal of the statewide evaluations is to identify cost-effective, high quality models of alternative certification. The evaluation will be conducted through questionnaires and interviews.

Successful applicants will be expected to submit annual reports describing how the funds have been spent, a description and evaluation of the components of the program, including changes that have been made, and/or lessons learned. It is the intent of the Commission that annual reports be no longer than 10 pages.

Intern grant statutes require that programs "match" the funds provided by the state for alternative certification unless this would cause a hardship. The matching funds may come from any source that the LEA chooses, including other state funds (e.g., peer assistance and review funds).

Applications should include the following areas in response to this section.

- a) Provide examples of how this proposed program plans to use the resources in a cost-effective manner.
- b) Provide a description of the other resources available to the program, including private or foundation, local, state, and federal funds (if any), and how they will be used effectively and economically.
- c) Programs submitting an application should stipulate their willingness to participate in collection of these data electronically (Consent form participation agreement) as requested by CCTC.
- d) For district intern programs please stipulate that credit will be given for coursework taken in the program; e.g., salary credits, as required. (Education Code Section 44830.3 (c) requires that district interns be compensated for coursework taken in the manner normally provided by each district for staff development.)
- e) For university intern programs please describe the plan to provide a full salary to the intern or if there will be a salary deduction for supervision.

Budget

Please complete the budget forms included in Appendix A. The programs will operate in a two-year program cycle, contingent upon the availability of funds in the State Budget Act and successful implementation of the program as determined by the CCTC. Projected budget forms should be completed for each fiscal year: 2003-2004 and 2004-2005. Photocopy the appropriate form(s) and indicate at the top of each form the fiscal year represented.

A budget narrative must also be submitted for the two years of the proposed program. For each line on the budget form, please describe how the applicant plans to use the requested funds. Expenditures by programs receiving Alternative Certification funds may be subject to review and audit. Please describe the amount and sources of in-kind and matching funds. Matching funds or in-kind contributions could come from school, district or county level, university, or funds obtained by other categorical programs, and could pay for program features such as teacher release time, substitute costs, tuition expenses, workshop materials, trainers' fees, administrative time, etc. If hardship is claimed, please describe the grounds and the requested budget adjustments because of the hardship.

Applicants should include the following information in response to this section.

- a) Please provide a line item budget that describes how the applicant plans to use the requested funds. Include appropriate explanations and justifications for each line item, and complete the Budget Summary Forms (Appendix A). Applicants should provide separate budgets for both years of the proposed program.
- b) For each line item in the budget, please describe the amount and sources of the funds that will be used to match the Alternative Certification funds.

Geographic Distribution of Grant Recipients

It is important that all areas of the state that are experiencing shortages of teachers have access to grant funds. Therefore, this CGP includes funding criteria related to geographic distribution of recipients. Competitive preference will be given to applications from districts or consortia of districts from regions of the state that have not participated in alternative certification in the past or from regions where relatively few Alternative Certification applications are submitted. Applicants should:

- a) Please provide a list of all districts that will participate in this proposed program. Indicate the county for each district.

Section IV

Selection of Applications to be Funded

The following scoring key will be used to score the competitive standing of an application.

Issue	Points
Need for and Leadership of the Program	20
Number and Source of Participants to be Served	20
Quality of Instructional Program	40
Quality of Support System	40
Quality of Assessment of Participants	15
Collaboration and Transition	25
Quality of the Program Evaluation Plan	20
Cost-Effectiveness and Budget	20
Total Points	200
Geographic Distribution (up to 10 bonus points)	

Section V

Funding Procedures

The CCTC is interested in encouraging applications from LEAs and postsecondary institutions throughout the state. This CGP is part of the State of California's effort to provide credentialed teachers for every student in California and multiple routes into the teaching profession.

Applicants who wish to compete for alternative certification funding must submit five copies of their proposal to the CCTC. **Applications must reach the CCTC office by noon on April 30, 2003.** An application must include a Lead Sponsor's Cover Page and, in alphabetical order, a Co-sponsor's Cover Page for each participating agency or organization. Also include budget breakdowns for 2003-2004 and 2004-2005, as well as a response to the items listed in Section IV. Copies of the formats for the cover and budget pages may be found in Appendix A.

The CCTC will convene a panel of reviewers following receipt of the funding applications. Each will be read by proposal reviewers, and will receive a rating in each of the areas listed in the previous section of this CGP document. In addition to rating the application, reviewers will develop sets of questions. These questions will ask for clarifications of points made in the response or ask for more information, as necessary. The questions will be sent by FAX to the contact person listed on the Lead Sponsor Cover Page. These questions will be faxed in the second week in May. Applicants will have 10 working days to answer the questions. From **May 22 to May 28, 2003** phone appointments will be scheduled to discuss the applicant's response to the questions. Based on the reviewer ranking of the applications and the applicant's responses to the questions posed by reviewers, CCTC staff will recommend those programs that should receive Alternative Certification grants. The timeline for review of applications is found in Section VI.

For successful applicants, the application, the response to the reviewer's questions and written amendments constitute an implied agreement between the program and CCTC to provide the services described in these documents. This completed application is formalized upon receipt of the Grant Award Agreement and Certification of Acceptance of Grant Conditions from the program's fiscal agent and director.

Programs should submit funding requests for two years of funding. Successful applicants will be conditionally approved for the second year. The conditions for continued funding are that funds are available in the state budget for this purpose, and the program continues to meet grant conditions and CCTC standards of quality.

Funding Period

It is the intent of the CCTC that program awards will be announced on June 5, 2003. Programs may choose when they will begin to spend the allocated funding. If applicants are expanding existing programs, it may be possible to begin a new group of interns as soon as the grant is approved. (Actual funding is contingent on approval of the State Budget Act.) Other programs may want to propose a planning period or pre-service period resulting in interns assuming full

responsibility later in Summer or Fall, 2003. Unless a specific rationale is provided, programs should propose that interns assume full classroom responsibility no later than the Fall Semester, 2003. Be advised that funding is allotted on a per capita basis for those serving on Intern Credentials and will be awarded for up to two years of funding per candidate. Grant funds may not be used to support persons who continue to serve on an Emergency Permit, in Induction Programs, or for persons who are being prepared through a teacher education program but do not have classroom responsibility for a group of K-12 students as credentialed interns. In the event funding is not expended within the specified fiscal year, funds will be expected to be returned to the CCTC.

Section VI

Timeline

Target dates for each stage of the grant funding procedure follow.

April 30, 2003 (Noon)	Funding Applications due to CCTC.
May 6, 2003	Evaluation of funding applications.
May 13, 2003	Questions sent to applicants to clarify evaluator's questions.
May 20, 2003	Responses to questions due to CCTC.
May 22 through May 28, 2003	Telephone interviews regarding Grant Application questions.
June 5, 2003	Grant Awards announced by Executive Director and Grant Acceptance Letter and supporting documentation will be sent to Program Directors of successful applicants for signature.
June 14, 2003	Grant Acceptance Form and 2003-2004 Projected Budget Form Due to CCTC.

Technical Support For Writing An Application

Intern programs are divided into regions. Regional Directors have agreed to provide advice on writing the grant applications. Appendix B provides the names and contact information on those individuals willing to advise new grant writers as they develop their application. Applicants may also seek assistance from the CCTC Alternative Certification Staff, Michael McKibbin at [{mmckibbin@ctc.ca.gov}](mailto:mmckibbin@ctc.ca.gov) or (916) 445-4438 or Howard Giblin at [{hgiblin@ctc.ca.gov}](mailto:hgiblin@ctc.ca.gov) or (916) 323-6511.

Intern Grant Schedule

When an application is approved for funding, an Intern Grant Schedule for 2003-2004 will be provided. This schedule outlines the important dates of the year, such as when reports are due and activities are scheduled. Please note that there are two annual meeting for intern directors. Funding for these meetings should be allocated within the proposed grant budget. These meetings will be held in Sacramento. The fall meeting is two days in late October and the spring meeting is one day. The dates for these meetings are still to be determined. Meeting dates will be announced as soon as they are officially scheduled.

Appendix A

Lead and Co-Sponsor Cover Pages and Budget Summary Pages

Lead Sponsor Cover Page

Each application should include one copy of this cover page for the organization that is leading the effort. This copy should precede any other pages.

1. Name of Lead Sponsoring Organization _____

Mailing Address: _____

City, State and Zip Code: _____

Project Director: _____

Telephone: _____ FAX: _____

Email: _____

2. Total number of Intern Candidates to be served in the program:

2003-2004 _____

2004-2005 _____

3. Counties Represented in Proposed Program

4. Local Education Agency that will serve as Fiscal Agent for Funding Proposal:

Name of Fiscal Officer: _____

Agency (District or County Office of Education): _____

Mailing Address: _____

City, State, Zip Code: _____

Telephone: _____ FAX: _____

Email: _____

5. Authorized participation has been approved by:

Name of Approving Official: _____

Position: _____

Agency or Institution: _____

Signature: _____

Date: _____

Co-Sponsor Cover Page

Please include a separate cover page for each organization that is co-sponsoring the effort. Please arrange pages alphabetically by organization. Answer all questions that apply.

1. Name of Co-Sponsoring Organization: _____
Mailing Address: _____
City, State and Zip Code: _____

Contact Person: _____
Telephone: _____ FAX: _____
Email: _____
2. For co-sponsoring districts, please indicate the number of intern candidates that will be employed by your district: _____ 2003-04 _____ 2004-05
3. Authorized participation has been approved by:
Name: _____
Position: _____
Signature of Approving Official: _____ Date: _____

**ALTERNATIVE CERTIFICATION PROGRAM (INTERNSHIP)
BUDGET SUMMARY**

FY 2003-2004

FY 2004-2005

NUMBER OF INTERNS EMPLOYED		
	Grant Funding Request	Sponsors' Matching / In-Kind Contribution
INSTRUCTION		
Instructors Salaries and Benefits (S&B)		
Books and Supplies		
Other		
SUPPORT		
Support Provider Training		
Support Provider Release Time, Stipends		
Support Provider Travel and Supplies		
Other		
CANDIDATE OR PROGRAM EVALUATION		
Supervisors, Evaluators S&B		
Assessment Instruments		
Training of Assessors		
Release Time		
Other		
ADMINISTRATIVE COSTS		
Travel		
Facilities		
Equipment		
Administrative S&B		
Clerical S & B		
Other (specify)		
Indirect Costs		
TOTAL COST		
AVERAGE COST/MATCHING FUNDS PER INTERN		

Print Name of Program Director

Daytime Telephone

Signature of Program Director

Date

Appendix B

Intern Regional Directors

Intern Regional Directors

Regional Network	Contact Facilitator
Los Angeles	Mary Lewis Los Angeles USD 323-932-2055 mlewis03@lausd.k12.ca.us
East Los Angeles	Jeanne Davis Cal Poly Pomona 909-869-2315/2309 jdavis2@csupomona.edu
Long Beach	Sharon Russell CSU Dominguez Hills 310-243-2703 srussell@csudh.edu
San Diego	Janie Wardlow San Diego City Schools 858-539-5330 jwardlow@mail.sandi.net
North Central Valley	Frank Meder Sacramento USD 916-643-9053 frankme@sac-city.k12.ca.us
South Central Valley	Juan Flores CSU Stanislaus 209-667-3600/3357 flores@toto.csustan.edu
San Francisco Bay Area	Brenda Fikes San Jose State University 408-924-3646 bfikes@email.sjsu.edu

Appendix C

CCTC Coded Correspondence 02-0013

Senate Bill 57 (Scott, Chapter 269, 2001)

44468. (a) An internship program, established pursuant to Article 7.5 (commencing with Section 44325) of Chapter 2 or this article, that is accredited by the commission shall provide interns who meet entrance criteria and are accepted to a multiple subject teaching credential program or a single subject teaching credential program the opportunity to choose an early program completion option, culminating in a five-year preliminary teaching credential. The early completion option shall be made available to interns who meet the following requirements:

(1) Pass a written assessment that assesses knowledge of teaching foundations, is adopted for this purpose by the commission, and includes all of the following:

(A) Human development as it relates to teaching and learning aligned with the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605.

(B) Techniques to address learning differences including working with pupils with special needs.

(C) Techniques to address working with English learners to provide access to the curriculum.

(D) Reading instruction as set forth in paragraph (4) of subdivision (b) of Section 44259.

(E) The assessment of pupil progress based upon the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605 and planning intervention based on the assessment.

(F) Classroom management techniques.

(G) Methods of teaching the subject fields.

(2) Pass the teaching performance assessment as set forth in Section 44320.2.

(A) An intern participating in the early completion option may take the teaching performance assessment only one time as part of the

early completion option. An intern who takes the teaching performance assessment but is not successful may complete his or her internship program. Scores on this assessment shall be used by the internship programs in providing the individualized professional development plan for interns that emphasizes preparation in areas where additional growth is warranted and waiving preparation in areas where the candidate has demonstrated competence. The intern must retake and pass the teaching performance assessment at the end of the internship in order to be considered for recommendation by the internship program to the commission.

(B) Pending implementation of the teaching performance assessment, an internship program shall provide for early recommendation of an intern for a preliminary multiple subject teaching credential or single subject teaching credential based upon demonstrated competence of the field experience component of the internship program.

(3) Pass the reading instruction competence assessment described in Section 44283, unless the written assessment adopted by the commission pursuant to paragraph (1) is validated as covering content equivalent to the reading assessment.

(4) Meet the requirements for teacher fitness as set forth in Sections 44339, 44340, and 44341.

(b) An intern who chooses the early completion option must first pass the assessment required pursuant to paragraph (1) of subdivision (a) in order to qualify to take the teaching performance assessment required pursuant to paragraph (2) of subdivision (a). Individuals who have passed the written assessment may receive individualized support within the cohort group of like individuals in preparations for the teaching performance assessment.

(c) An intern who challenges the teacher preparation coursework by taking the assessment described in paragraph (1) of subdivision (a) but is not successful in passing the assessment may complete his or her full internship program. Scores on this assessment shall be used by the internship program in providing the individualized professional development plan for interns that emphasizes preparation in areas where additional growth is warranted and waiving preparation areas where the intern has demonstrated competence.

(d) An intern who passes the assessments described in subdivision (a) and is recommended by the internship program to the commission is eligible for a five-year preliminary multiple subject teaching credential or single subject teaching credential.

(e) The commission shall issue a professional clear multiple or single subject teaching credential to an applicant whose employing public school district documents, in a manner prescribed by the commission, that he or she has fulfilled the following requirements:

(1) Holds a preliminary five-year teaching credential issued by the commission.

(2) Completes one of the following in accordance with the determination of the employing public school district based upon the experience and individual needs of the applicant:

(A) A program of beginning teacher support and assessment established pursuant to Article 4.5 (commencing with Section 44279.1) of Chapter 2 of Part 24, including the California formative assessment and support system for teachers.

(B) An alternative program of beginning teacher induction that the commission determines, in conjunction with the Superintendent of Public Instruction, meets state standards for teacher induction and includes the California formative assessment and support system for teachers or an alternative assessment deemed to meet the standards.

(3) As an alternative to the requirements in paragraph (2), an applicant may choose to complete the California formative assessment and support system for teachers or the equivalent at a faster pace as determined by the Beginning Teacher Support and Assessment System program.
